Measure the Trees-Investigation

Materials
- Location with various trees
- Roll or length of string
- Scissors

Activity
1. Take your child outside to a place with some trees
2. Wrap the string around the trunk of a tree
3. Cut a length of string that shows how big around the tree is.
4. Notice how tall the tree is.
5. Find another tree
6. Estimate how big around is this tree compared to the last tree
7. Repeat steps 2-4
8. Compare the lengths of strings. How close was your guess?
9. Repeat for more trees.
10. Have your child put the different strings in order from shortest (thinnest tree trunk) to longest (thickest tree trunk) string.
11. Ask “Are the thinnest tree trunks also the shortest trees?”
Some Trees Give Us Food

by Susan LaBella

Trees are plants. They need sun and water to grow. Some trees grow fruits or nuts that people eat.

Apples grow on trees. Apples can be red, yellow, or green. Many people eat apples as a snack.

Oranges grow on trees. They grow in places that have warmer weather. Orange juice comes from oranges.

Coconuts grow on trees. The inside of a coconut has a sweet part that people eat. The coconut is really a very large seed.

Many other foods grow on trees. Cherries, plums, and walnuts all come from trees!

**********************************************************

Draw and write about fruits and nuts that grow on trees. Share your drawing and writing.
Directions: In the previous lesson you described urban and rural spaces. Today you will review the country, state, and city you live in on a map.

A Map of the

1. Write the name of the country you live in at the top of the map.
2. Circle the state you live in.
3. Make a dot and label the city you live in.
4. Write a sentence to describe the state you live in.
Kindergarten Week 7 Reading and Writing Practice

The following are activities to do with kindergartner. Put a check each time you complete the task.

- Write your name
  - You can write on paper, with sidewalk chalk, on a whiteboard
- Write the alphabet
  - You can write on paper, with sidewalk chalk, on a whiteboard
- Read the alphabet by saying the sounds.
- Make and read as many words as you can using ‘an’ and ‘am’.
- Read the sight words
- Write the sight words
- Read the story words
- Read the story
- Draw a picture to go with the story

*If you finish all the tasks, start over and do them again. Read, read, read.

Read the alphabet by saying the sounds. Use these letters to make as many words as you can that end with ‘an’ or ‘am’.

<table>
<thead>
<tr>
<th>Xx</th>
<th>Hh</th>
<th>Mm</th>
<th>Dd</th>
<th>Tt</th>
<th>th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kk</td>
<td>Vv</td>
<td>Ll</td>
<td>sh</td>
<td>Uu</td>
<td>Ss</td>
</tr>
<tr>
<td>Rr</td>
<td>Aa</td>
<td>Oo</td>
<td>Ff</td>
<td>Ww</td>
<td>wh</td>
</tr>
<tr>
<td>Pp</td>
<td>Bb</td>
<td>Nn</td>
<td>Gg</td>
<td>Yy</td>
<td>Qq</td>
</tr>
<tr>
<td>ch</td>
<td>Cc</td>
<td>Zz</td>
<td>Ii</td>
<td>Jj</td>
<td>Ee</td>
</tr>
</tbody>
</table>

Sight Words

<table>
<thead>
<tr>
<th>there</th>
<th>they</th>
<th>where</th>
</tr>
</thead>
<tbody>
<tr>
<td>from</td>
<td>are</td>
<td>have</td>
</tr>
<tr>
<td>with</td>
<td>of</td>
<td>will</td>
</tr>
</tbody>
</table>
Story Words

<table>
<thead>
<tr>
<th>bath</th>
<th>tub</th>
<th>mud</th>
</tr>
</thead>
<tbody>
<tr>
<td>will</td>
<td>big</td>
<td>cup</td>
</tr>
</tbody>
</table>

Story

**Josh Takes a Bath**

Josh is in the mud.
The tub is big. He can not get in.
The cup is not a bath tub. He can not fit.
Josh will get in the lid.
He will have to sit in the sun.
Josh is not wet. He can nap in the sun.

Draw a picture to match the story. Write a sentence to go with the picture.
Say all the sounds in the word- "bat," you say, /b/ /a/ /t/

<table>
<thead>
<tr>
<th>Day 1</th>
<th>6</th>
<th>Fox</th>
<th>Ball</th>
<th>Cup</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 2</td>
<td>Fork</td>
<td>Gate</td>
<td>Van</td>
<td>Lamp</td>
</tr>
<tr>
<td>Day 3</td>
<td>Elevator</td>
<td>Queen</td>
<td>Bear</td>
<td>Ring</td>
</tr>
<tr>
<td>Day 4</td>
<td>Watch</td>
<td>Girl</td>
<td>Hands</td>
<td>Can</td>
</tr>
<tr>
<td>Day 5</td>
<td>Tree</td>
<td>Sun</td>
<td>Rose</td>
<td>Rug</td>
</tr>
<tr>
<td>Extra Practice</td>
<td>Candy</td>
<td>Fan</td>
<td>Bat</td>
<td>Tent</td>
</tr>
</tbody>
</table>
Task: In this week’s lesson you will design and create a character using found materials.

Look at the images above. What do you think is going on in the pictures? What materials are they made of?

RECYCLED MATERIALS SCULPTURE DESIGN PROCESS:

1. **Collect Materials:** Walk around your household or outside and start collecting interesting objects that could be recycled or reused in your sculpture.
2. **Imagine:** What is the name of your character? Does she or he have any powers or special abilities?
3. **Experiment:** Try drawing your character before you put it together. Experiment with how you might use different materials for different parts of your character.
4. **Create:** Gather your materials and create your character. Think about how you will attach all the different pieces together.
5. **Refine & Reflect:** Share your creation and reflect on the questions at the bottom of the page with someone in your household.

MATERIAL OPTIONS: cardboard, paper towel tubes, pop bottles or water bottles, tape, glue, buttons, string, cups, recycled jars or tubs, or anything else that is interesting to you! If you have a “junk drawer” in your house, this is a great place to start your search!

REFLECTION QUESTIONS:

- What did you create?
- What problem does your machine solve?
- What do you like about your artwork?
- What would you change about your machine?
**Physical Education**

**Weight Transfer** This week we are going to practice transferring our body weight from one part to another for movement. Your challenge is to create an obstacle course. Find a starting line and complete these weight transfer movements, and combine them with the balances you learned last week to your finish line.

**Animal Walks**
- Seal Walk
- Bear Walk
- Crab Walk
- Inchworm
- Donkey Kick

**Gymnastics Moves**
- Cartwheel
- Forward Roll
- Backward Roll
- Log Roll
- Seal Walk
- Bear Walk
- Crab Walk
- Inchworm
- Donkey Kick

**Create an Obstacle Course**

Your challenge is to create an obstacle course by combining weight transfer moves with balances. These pictures show different items around the house you could use to jump over, go around, and maybe under. Have fun! Be safe!

**Reflection:** Which weight transfer skills were you the best at and which ones were more challenging? Why do you think being able to transfer your weight with balance is important?

What was fun about making your own obstacle course? What was challenging?

**Mindfulness** means paying full attention to something. It means slowing down to really notice what you’re doing. Being mindful is the opposite of rushing or multitasking. When you’re mindful, you’re taking your time. You’re focusing in a relaxed, easy way. Use **Square Breathing** as one strategy to focus on your breathing and be more mindful throughout your day.

---

**Square Breathing**
Start at the bottom right of the square, and follow the arrows around the whole square to complete one deep breath.

---

**Hold for 4**

---

**Breathe in for 4**

---

**Breathe out for 4**

---

**Breathe in for 4**

---

**Breathe out for 4**

---

**Breathe in for 4**

---

**Breathe out for 4**
Kindergarten Math Resources

1) **Counting**: Start at 71, count forward to 100.

```
<table>
<thead>
<tr>
<th>71</th>
<th>72</th>
<th>73</th>
<th>74</th>
<th>75</th>
<th>76</th>
<th>77</th>
<th>78</th>
<th>79</th>
<th>80</th>
</tr>
</thead>
<tbody>
<tr>
<td>81</td>
<td>82</td>
<td>83</td>
<td>84</td>
<td>85</td>
<td>86</td>
<td>87</td>
<td>88</td>
<td>89</td>
<td>90</td>
</tr>
<tr>
<td>91</td>
<td>92</td>
<td>93</td>
<td>94</td>
<td>95</td>
<td>96</td>
<td>97</td>
<td>98</td>
<td>99</td>
<td>100</td>
</tr>
</tbody>
</table>
```

2) **What comes next**: Point to and count out loud. What number comes next?

```
23  24  25  26  27  28  29  ____
```

```
94  95  96  97  98  99  ____
```

3) **Comparing sets**: Write how many in each set. Circle the set with the fewer objects.
4) **Counting on a Hundreds Chart:** Point to each number as you count to 100.

![Hundred Chart]

**Challenge:** Count by 10's. Start at the number 10, count by 10's to 100.

5) **Cube Towers:** Each cube tower is a set of 10. Count by 10's to determine how many cubes there are. Point to each set of cube towers as you count by 10's.

![Cube Towers]

= 10
6) **Comparing Lengths**: Look at the pencils below. Point to the pencil that is shorter. Point to the pencil that is longer.

![Pencils](image)

7) **Shapes**: Point to the shape below that is a rectangle. Color or circle the rectangle. Find and draw objects in your home that are in the shape of a rectangle.

![Shapes](image)

What shape is next to the rectangle? The ________ is next to the rectangle.

8) **Game**: Gather objects from around your home. Put them on the 10 frame. How many objects are there? Can you figure out how many without counting each one? Cover or hide some of the objects. How many objects are still on the 10 frame? How many objects are hiding? Repeat with different numbers.

![10 Frame](image)